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ABSTRACT

As students move on to more challenging texts in middle and high school, their reading skills do not grow automatically to meet those demands. They need help figuring out "how" to read, not just "what" to read. As the focus on reading more sophisticated kinds of texts intensifies in schools, student need more help than ever. This book provides the tools teachers need to help students of all abilities make this important transition to higher-level texts. The book relies on a "learning-centered" approach to reading. It offers a thorough examination of the issues surrounding teaching and learning, and of the specific demands particular texts make on readers. Then it provides many innovative strategies for teaching students to comprehend, engage, and make use of these kinds of texts. Following an introduction, the book is divided into these chapters: (1) A Theory of Teaching; (2) A Theory of Teaching Reading; (3) Authorial Reading and Democratic Projects; (4) Frontloading: Teaching before Reading; (5) Loving the Questions: Fostering Student Questioning and Discussion; (6) Building on Different Strengths to Make Reading Visible; (7) Assignment Sequencing: Teaching Students Text by Text, Activity by Activity; and (8) Reading Together. (Contains an epilogue and an extensive list of works cited.) (NKA)